



Reading Around, Writing About is an innovative series that is eye-catching, colourful and engaging for students. This exciting new series is designed to improve literacy outcomes and is an essential resource for every classroom.

Reading Around, Writing About contains a **Student Book** and a **Teacher Book**.

Each **Student Book** has twenty stimulating and interesting texts, including narratives (novel extracts, short stories and fables), instructional and environmental texts, and appealing informational texts.

The questions on each text assess students' ability to:

- make meaning from texts
- understand the ways in which language varies according to context
- interpret the conventions of written texts.

At each year level, the texts and questions range in level of difficulty, allowing teachers to monitor and assess the development of their students' reading ability.

The **Teacher Book** provides succinct analyses of students' reading and writing skills. Using the book, teachers are able to examine individual student performances and identify patterns of performance across an entire class. The book provides valuable information for learning and teaching programs and assists teachers directly with their monitoring and reporting requirements.

Reading Around, Writing About provides teachers with practical assistance with monitoring student learning.



What's in the Student Book?

Each contains meaningful examples of the language conventions addressed.

Too Big For Their Boots

Read *Too Big For Their Boots*, then answer questions 1 to 10.

Too Big For Their Boots

Don't throw away those old boots and shoes. You can grow plants in them. See if your plants grow too big for their boots.

Gather your supplies

- an old boot or shoe
- a small plastic bag
- garden soil
- small seeds
- three or four small garden sticks (we have used nasturtiums)

Here's how

Step 1 Undo the boot laces and open the front of the boot.

Step 2 Put the plastic bag inside the boot. Make sure the bottom of the bag touches the top and the heel. The top of the bag should be at the top of the boot.

Step 3 Use the spade to fill the plastic bag with garden soil. Fill to the top of the boot.

Step 4 Plant the seeds in the soil.

Step 5 Put the garden sticks in the soil near the heel.

Step 6 Gently water.

Step 7 Put your boot in a sunny position.

If you follow the instructions in this text, what will you have made?

What do the words *Gather your supplies* mean?

What is another sub-heading for *Here's how*?

What type of seed was used in this text?

Why should you put the boot in a sunny place when you have planted the seeds?

Samples
from Year 2
Student
Book

Hi

Hi

My name's Murphy. This rather cute photo of me was taken when I was 12 weeks old. Now I'm 24 weeks and well on my way to becoming a Guide Dog.

I've soon done a lot more than most dogs - being out and about all the time is part of my training.

Because I'm a Guide Dog Puppy I can get around! After I trained through obedience classes, I set out for the city in my very nice maroon Guide Dog puppy coat.

I've been to concerts, shopping centres, parks and I'm a regular train and bus traveller. If I think I'd like living but haven't had the chance yet!

I'm on my best behaviour when the Association's Guide Dog Instructor comes to visit. I know he is checking me out to make sure I haven't developed any wobbly habits like being afraid of parking.

When I'm 12 months old, I'll be working with him every day for six months - I'll get a brand new leather harness and learn lots of important stuff, like how to cross roads at the traffic signals and how to protect my owner from overhanging tree branches and avoid obstacles.

The day I'm really looking forward to is my graduation because that's when I'll meet my owner - then I'll be really going places.

I know I cost a lot of money to train - but I think I'll be worth it, as I'll be working every day with my new owner for many years to come.

It would be really great if you could help the Association out. They have to pay for all my training and it costs over \$20,000 to train each one of us - can you please help a pup?

Enclosed is my donation of \$50 \$60 \$100 or my choice of

My Name/Ms/Ms/Ms/Ms: _____

Address: _____

Read *Hi*, then answer questions 1 to 14.

What is the puppy's name?

How old is the puppy now?

What is the puppy going to be?

Where can a Guide Dog Puppy go?

What does the puppy wear when it goes out?

Where has the puppy been so far?

Samples
from Year 3
Student
Book

The Song of the Whale

Read *The Song of the Whale*, then answer questions 1 to 9.

THE SONG OF THE WHALE

Hearing mountains in the sea,
Whales, I heard you
Grieving.

Great whales, crying for your life,
Crying for your kind, I knew
How we would see
Your dying:

Lipstick for our painted faces,
Polish for our shoes:

Tumbling mountains in the sea,
Whales, I heard you
Calling.

Bird high notes, beeping, warring:
At their edge a tiny dawn
Like a heartbeats.

We would make you
Dumb.

In the forest of the sea,
Whales, I heard you
Singing.

Singing to your kind,
We'll never let you be,
Instead of life we choose:

Lipstick for our painted faces,
Polish for our shoes.

Kat Wingle

In this poem, the narrator's attitude to the whale is

admiring.

uncaring.

indifferent.

sympathetic.

Which phrases in the poem describe the whale's size as well as how it moves?

What is the central message of this poem?

Whales are beautiful creatures.

Whales are large and sing like birds.

Whales are killed for products that are pointless.

Whale hunting is an important industry.

Which phrases in the poem suggest the whale belongs to a community?

Bird high notes, beeping, warring:
At their edge a tiny dawn
Like a heartbeats.

This stanza describes the whale's

movement.

song.

habitat.

Samples
from Year 6
Student
Book

What's in the Teacher Book?

The Teacher Book provides marking keys, class record sheets and succinct teaching points.

Ant and Dove

This fable, although a familiar genre, contains complex sentences and some unfamiliar vocabulary (*which alighted on the pool, with her sharp eyes*). However, as the story is presented as a series of pictures with supporting text, there are points of reference for the students.

The questions require students to locate information and to make connections between ideas. Two questions assess students' global understanding of the text.

Too Big For Their Boots

This procedural text follows the organisation typical of the genre. The context and the accompanying photograph offer strong support for making meaning.

Students' knowledge of the genre is assessed through questions about the sub-headings, the ordering of steps and the purpose of the text.

Too Big For Their Boots

QUESTION	ANSWER	SKILLS ASSESSED
Q1. If you follow the instructions in this text, what will you have made?	You will have made a pot plant. You will have made a little garden in a boot.	Draws an inference
Q2. What do the words <i>Gather your supplies</i> mean?	Things you will need/Materials	Interprets an instruction of a procedural text
Q3. What is another sub-heading for <i>Here's how</i> ?	Things you need to do/Instructions	Identifies alternative sub-heading
Q4. What type of seed was used in this text?	nasturtium	Interprets information provided in brackets
Q5. Why should you put the boot in a sunny place when you have planted the seeds?	The sun will help the plants to grow.	Draws an inference from an instruction
Q6. You are asked to see if your plants grow too big for their boots. If you grew too big for your boots, you would	<input type="checkbox"/> have very big feet. <input type="checkbox"/> always be laughing. <input type="checkbox"/> be too smart for your own good.	Interprets a figure of speech
Q7. Below is a list of some of the things you have to do to make this garden. Write the numbers 1, 2, 3 and 4 to show the order that you need to follow each instruction.	<input type="checkbox"/> plant the seeds <input type="checkbox"/> put the plastic bag in the boot <input type="checkbox"/> water the seeds <input type="checkbox"/> fill the bag with soil	Orders information provided in the text
Q8. Read the text again. What three things do your seeds need so they can grow?	1. soil 2. water 3. sun	Demonstrates a global understanding to select relevant information
Q9. In Step 6 you are told to gently water your seeds. Why must you water your seeds gently?	so that you don't wash the seeds out of the soil	Draws an inference from an instruction
Q10. What is the purpose of this text?	<input type="checkbox"/> to tell you about flowers <input type="checkbox"/> to help you to choose seeds <input type="checkbox"/> to explain a way to grow some flowers	Identifies the purpose of an instructional text

Skills Demonstrated

Draws an inference (1)	
Interprets an instruction of a procedural text (2)	
Identifies alternative sub-heading (3)	
Interprets information provided in brackets (4)	
Draws an inference from an instruction (5, 6)	
Interprets a figure of speech (7)	
Orders information provided in the text (7)	

Assessment

The Teacher Book provides marking keys, class record sheets and analyses of skills assessed.

About the authors

Sandy Heldsinger has an in-depth understanding of educational assessment and for many years she co-ordinated the WALNA program. She has conducted extensive research into how students' reading and writing develops.

Jan Brandreth is an acclaimed teacher with over thirty years experience. She has marked thousands of students' narrative stories and essays and has a deep understanding of how students' lack of control of the language conventions prevents them from becoming successful writers.